

Title III

Purpose

The purpose of Title III is to ensure that limited English proficient students develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Schools must use these funds to implement language instruction educational programs that carry out activities that use approaches based on scientific research. Your district is responsible for meeting annual measurable achievement objectives established for LEP students, making adequate yearly progress, and annually measuring the English proficiency of LEP students in your district. The plan for addressing the needs of LEP students should be developed in consultation with teachers, researchers, administrators, and parents.

Required and Allowable Activities

- Funding for school districts is allocated on a formula basis according to the number of LEP students in the district. **The minimum for a grant award is \$10,000.** Schools may enter into consortium to generate a minimum grant. If two or more school districts enter into consortium, one must be designated the Prime Applicant district.
- Required LEA activities:
 - √ Provide high-quality language instruction programs based on scientific research on teaching LEP children
 - √ Provide high-quality professional development that is designed to improve instruction and assessment of LEP children, scientifically based, and of sufficient intensity and duration.
- Allowable LEA activities:
 - √ Upgrading program objectives and effective instructional strategies
 - √ Identifying, acquiring and upgrading curricula and materials
 - √ Providing tutorials and intensified instruction
 - √ Developing and implementing language instruction programs that are coordinated with other relevant programs and services
 - √ Providing community participation programs, family outreach and family literacy programs

Parental Notification

Title III requires the following parental notification procedures. School districts receiving Title III funds must inform parents of:

- (1) The reasons for identifying their child as limited English proficient and for placing their child in a language instruction educational program for LEP students (within 30 days of start of program);
- (2) The child's level of English proficiency, including how the level was assessed and the status of the child's academic achievement;

- (3) The method of instruction that will be used in the program, including a description of other alternative programs;
- (4) How the program will meet the educational strengths and needs of the child;
- (5) How the program will help the child learn English and meet academic achievement standards;
- (6) The program exit requirements, including the expected rate of transition and the expected rate of graduation from secondary school;
- (7) How the program will meet the objectives of an individualized education program for a child with a disability;
- (8) Their rights, including written guidance that:
 - a. Specifies the right to have their child immediately removed from a language instruction educational program upon their request;
 - b. Describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. Assist parents in selecting among various programs and methods of instruction, if more than one program or method is offered;
- (9) Any failure of the program to make progress on the annual measurable achievement objectives no later than 30 days after this failure occurs.

The notices must be provided in a language the parent can understand.



Montana
Office of Public Instruction
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